Report and Recommendations of the

Michigan Commission on Asia in the Schools

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JOHN ENGLER

STATE OF MICHIGAN DEPARTMENT OF HISTORY, ARTS AND LIBRARIES LANSING

DR. WILLIAM ANDERSON

November, 2002

The Honorable John Engler Governor of Michigan George W. Romney Building 111 S. Capitol Avenue Lansing, MI 48933

Dear Governor Engler:

On behalf of the members of the Michigan Commission on Asia in the Schools, I respectfully submit the Commission's report and recommendations pursuant to the provisions of Executive Order 2002-4.

During our examination of what is taught about Asia in Michigan's schools, we confirmed that little is taught about Asia – a region home to over half of the world's population, the largest democracy, and the fastest-growing economies.

We found, however, teachers eager to teach about this important topic and students keen to learn about the history, political climates, cultures, and languages in this diverse and strategic region. Teachers recognized the critical importance of infusing Asian studies into their instruction, but faced administrative and resource limitations. They were pleased to learn about Web sites with accurate and up-to-date information, such as that provided by the Asia Society, for reference materials.

The Commission also learned that Michigan hosts several world-class centers of scholars on Asia ready to join educators in developing effective resources to support teaching Asian-related topics and languages in our schools. National Resource Centers at both Michigan State University and the University of Michigan expressed their enthusiasm about participating in a task force with educators and business leaders to carry on our fledgling efforts to increase Asian-related content in school curricula.

The Honorable John Engler Page 2 November, 2002

It is our hope that the Commission's vision and recommendations will result in actions that improve and build on the progress Michigan has made in improving the quality of education our children receive. The conclusion of the Commission was simple and direct. Our students must learn more about Asia and world regions to be prepared to work, live, and lead in the future; Michigan's future economy depends on it, and our children deserve it.

We commend your foresight and leadership in establishing the Michigan Commission on Asia in the Schools to review and assess what Michigan students know about Asia. We look forward to continued efforts on this important topic.

It has been our privilege to serve you on this Commission.

Sincerely,

Tina S. Van Dam, Chair Michigan Commission on Asia in the Schools and Corporate Secretary, The Dow Chemical Company

Enclosure

William M. Anderson, Director – Department of History, Arts and Libraries Madhu R. Anderson, Director - Michigan Commission on Asia in the Schools Leann Arkema, Executive Director - Gilda's Club Grand Rapids Michael Flanagan, Executive Director - Michigan Association of School Administrators James Kelly, Founding President - National Board for Professional Teaching Standards Linda Lim, Professor - University of Michigan Business School Ghaus Malik, Physician – Henry Ford and William Beaumont Hospitals Marisa Ming, Executive Director - Asian Pacific American Chamber of Commerce Hoa Nguyen, Assistant Vice President - Lansing Community College Sheri Perelli, Business Development and Marketing Consultant, Asia Chandrakant Pujara, Physician - Oakwood Health Systems Izumi Suzuki, President - Suzuki, Myers & Associates Ltd. Vinh Trinh, President - International Business Management, Inc. Padma Vattikuti, Vice President - Vattikuti Foundation Olivia Visperas, Area Director / Corporate Affairs - Comcast Communications, Inc. Furhad Waquad, Sales Consultant - Real Estate One, Inc.

Table of Contents

<u>I</u>	<u>Page</u>
Preface	7
Vision	10
Findings	11
Why is Teaching and Learning About Asia Important?	13
What Do We Currently Teach about Asia in Michigan Schools?	18
Spotlights on Asia in the Schools	23
Recommendations	26
Appendix A:	29
Appendix B:	32
Appendix C:	33
Appendix D:	34

Preface

Michigan high school graduates know far too little about the world in which we live. With advancements in technology and information availability our children will have unprecedented access to almost every place on the planet. The Asian region is home to over one-half of the world's population, yet Michigan's schools generally do not offer Asian studies in their curricula. By not including in the curriculum the contributions made by Asian cultures, both historical and present, we limit the exposure of Michigan students to the world.

If our students do not learn more about Asia and other regions, our children will not be fully prepared to meet future challenges and will lack important skills to lead, live, and work in the global multi-cultural marketplace. The public policy issues Michigan and the nation face grow increasingly international as technology and a globally integrated economy bring the world into our homes and workplaces. In Michigan, we buy and sell products and services around the world, we benefit as many of Asian descent make Michigan their home, and we are personally affected by international events.

Learning about Asia, its cultures and its languages is important for Michigan for the following reasons:

- Michigan's most significant international trading partners are Asian nations, excluding
 Canada and Mexico. Michigan-based multinational corporations have operations, customers,
 and markets both here and abroad. They must have employees that understand global
 economies, cultures, and government systems.
- Michigan's population continues to grow more and more diverse. To be skilled and internationally conversant citizens, all of Michigan's high-school graduates should have at least a general knowledge and appreciation of Asia, Asian issues, and Asian cultures.
- Michigan's children face a complex multi-cultural world for which they must be better prepared.

In this report by the Michigan Commission on Asia in the Schools, we explain why Michigan's worldclass public education system should increase its focus on Asian and international studies, spotlight exemplary programs, present recommendations to stimulate more teaching and learning about Asia in Michigan schools, and identify resources for educators and students about Asian affairs.

Governor John Engler established the Michigan Commission on Asia in the Schools by Executive Order 2002-4 on March 14, 2002. The Executive Order charged the Commission with assessing teaching and learning about Asia in Michigan schools, identifying exemplary programs and resources, and providing recommendations to stimulate more Asian studies in Michigan schools in 120 days. The Commission also participates in the National Coalition for Asia and International Studies in the Schools, sponsored by the Asia Society.

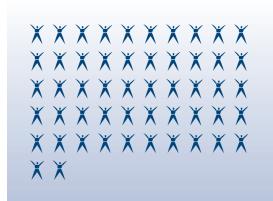
The Asian Region



For the purposes of this report, we define Asia using the same nations as those used by the Asia Society: Afghanistan, Australia, Bangladesh, Bhutan, Brunei, Cambodia, China, Hong Kong, India, Indonesia, Iran, Japan, Kazakhstan, Krygyzstan, Laos, Malaysia, Maldives, Mongolia, Nepal, New Zealand, North Korea, Pacific Island Countries, Pakistan, Papua New Guinea, Philippines, Singapore, South Korea, Sri Lanka, Taiwan, Tajikistan, Thailand, Turkmenistan, Uzbekistan, and Vietnam.

Distribution of the World Population Outside North America

Asians



Western and Central Europeans



Latin Americans



Africans



Middle Easterners and North Africans



Source: 2001 Annual Report, The World Bank.

Figures exclude North American populations and are scaled to 100.

Vision

The vision of the Michigan Commission on Asia in the Schools for the coming decade:

Every *student*, from elementary through high school, will encounter intellectually challenging material about Asia and Asian-American topics integrated into diverse subject areas at appropriate grades. Learning about Asia will entail classroom study but also experiential opportunities, including interaction with Asian counterparts through the Internet and exchange programs. Every student will have a chance to study a foreign language in the early grades, and the percentage of those studying an Asian language must be dramatically increased so that, within ten years, 10 percent of Michigan students will be studying an Asian language.

Every *teacher* will have a wealth of opportunities to build knowledge about Asia through formal studies, pre- and in-service programs, and travel and exchange programs. They will become adept at integrating Asian-related content across disciplines and grade levels. Teachers and students will have access to balanced, high-quality educational tools on Asia – textbooks, readers, tests, multimedia materials, curriculum guides, and Web content – that reflect up-to-date scholarship.

Our *state* will become the national leader in advancing this agenda. Building on university-based Asian resource centers, already among the best in the nation, our colleges of education and our state and local educational agencies will develop and implement high and rigorous standards for what our teachers and our students need to know about Asian-related subjects. Based on these standards, these agencies will provide new and experienced teachers with access to knowledge, resources, materials, and skills needed to assure that today's Michigan students will be the successful citizens of tomorrow. Our educational agencies will work collaboratively with a wide range of community resources in our corporations and civic associations. Our corporations will benefit from a workforce better prepared for international competition through knowledge of Asian cultures, economies, and languages. Our increasingly diverse population will acquire a deeper understanding of Asian and other international contexts and cultures so that the quality of life in our communities will reflect the democratic ideals of our nation.

Findings

The Michigan Commission on Asia in the Schools finds that Michigan's public schools lack emphasis on teaching about Asia. However, organizations and networks exist to support and to stimulate more Asian studies in the classroom.

Michigan high school graduates know little about Asia and its languages.

- Michigan students are no different than students in other states. Our review revealed that
 Michigan students were no better informed than those surveyed nationally by the Asia
 Society. That national survey found that 80% percent of the students could not identify
 India as the most populous democracy in the world.
- Michigan state standards and assessments do not emphasize Asian knowledge; therefore, Asian-related material is not *systematically* included in coursework. Only those teachers with a personal interest include more than rudimentary instruction on Asian-related topics. As one teacher remarked, "Benchmarks are driving global studies out of schools."
- State assessment exam questions do not addresses Asian-related topics. Teachers asserted that only by adding questions on Asian-related topics to the state assessment exam would instruction on Asia increase significantly.
- Japanese is the most commonly taught Asian language in the United States. However, fewer than 95 of the over 3800 public schools in Michigan offer language instruction in Japanese, a language spoken by 120 million people. But virtually every Michigan school district offers foreign language instruction in European languages. In the United States, over one million students study French a language spoken by about 70 million people. Just 50,000 study Chinese a language spoken by more than 1.2 billion people.

Michigan is home to premier scholars, language experts, and research centers on Asia at its major universities, yet Michigan schools do not benefit from their resources.

- Both the University of Michigan and Michigan State University have nationally recognized Asian Studies scholars available to work with teachers and intermediate school districts, but many teachers are unaware of these resources. Teachers were eager to hear about speakers, Web sites, materials, and appropriate activities to integrate more Asian-related topics into their lesson plans.
- University-created materials may not be tailored for K-12 use but could be with further assistance from K-12 teachers. Teachers asked for handbooks of up-to-date and accurate information.
- Using these rich resources and its foresight to promote more education about Asia, Michigan can be a national leader in broadening school curricula to include more international themes.
- The Internet can be an effective and easily accessible medium for disseminating materials, professional development tools, and current information about Asia. Web-based networks can easily link Asian subject experts and teachers inexpensively.

"In this globalized era, the educated person must have knowledge and understanding of the world's diverse countries, cultures, and peoples, the majority of whom live in Asia. The University of Michigan is proud of our 150 years of involvement with Asia, Asians, and Asian studies, and will be pleased to do our part to assist in this important state initiative."

Mary Sue Coleman, President, University of Michigan, Ann Arbor, MI Without future employees with international knowledge, language expertise, and an understanding of foreign affairs, Michigan businesses will be less competitive and our nation less effective abroad.

- National security specialists are concerned about the knowledge potential employees have about world affairs and the lack of Asian language speakers. In a recent address to the Asia Society members in New York, U.S. Secretary of State Colin Powell said of the Asia in the Schools effort, "I applaud your national campaign to improve teaching about Asia in our schools. The rising generation of young people here and in Asia needs to learn much more about each other because they will be building and sharing the same future."
- Many state and local educational policy makers are not informed about the importance of teaching Michigan students about Asia and Asian-related affairs, as these policymakers have not made teaching about Asia an educational priority.
- Business and economic leaders understand that employees must be proficient in Asian and international affairs to maintain competitiveness. As Janny Lu, President & CEO of Ebinger/JETS Manufacturing Company (Brighton, MI), said, "The success of my business depends on sales and support personnel who can communicate well with Chinese suppliers. Without an appreciation for cultural nuances, we cannot do business profitably in China."
- Michigan's leadership in establishing a state Commission to review and recommend action steps to improve teaching and learning about Asia is a first step in bringing attention to the issue and convincing policy makers to call for more attention to Asia in classrooms.

Teachers lack preparation and professional development opportunities in Asian-related subjects.

- To receive entry-level certification, Michigan teachers are not required to have specific knowledge about Asia. Even in the specialty areas of social studies, political science, and history, there is no requirement for coursework in Asian studies.
- Teachers feel unprepared to teach about Asia because they lack knowledge and familiarity
 with the topics. There is little financial or professional support for teachers to seek training to teach these subjects.
- In Michigan, only three universities train certified Japanese language instructors, and the number of graduates continues to decline.
- Michigan State University and the University of Michigan offer several years of instruction in many Asian languages: four at Michigan State University and seventeen at the University of Michigan. Teacher preparation programs could easily take advantage of these courses to train language instructors better.

New web-based technologies are now available to network and train educators and expose students to Asian languages, cultures, and subject matter.

• The Internet expands access to a myriad of materials, teacher tools, and information to help teachers teach about Asia. Teachers have said, however, that they are overwhelmed with the task of determining which information is grade appropriate, accurate, and objective. An expert review and compilation of materials that should be used in the classroom would greatly assist teachers in bringing in more Asian topics into their classroom.

With international communication capabilities, schools can now use technology to share information and experiences with Michigan students and with students abroad. Teachers want assistance in integrating the use of technology into their lessons and activities.

WHY IS TEACHING AND LEARNING ABOUT ASIA IMPORTANT?

Improving the quality of the education our children receive is a primary goal of parents, educators and policy-makers. Just as important as raising educational standards and student achievement is specifying what our students should know as educated citizens. Teaching and learning about Asia and other world regions is important for all Michigan children because our world is becoming increasingly diverse. Asian nations include many of the world's largest democracies and fastest-growing economies, and their citizens account for more than half the world's people. In addition, our own economy increasingly relies on international commerce, including trade and investment with Asia. Michigan is home to many Asians and Asian Americans and their growing businesses. The state's employers seek employees, entrepreneurs, and government officials who are conversant in Asian languages and knowledgeable about international affairs.

Culture

Asia is home to the world's largest and oldest cultures and religions – and also the home of the world's largest Islamic nation and new democracy, Indonesia (210 million people). More than five millennia of civilization in China and India have resulted in fundamental and technological contributions to the world community. Nearly all the world's Hindus, Buddhists and Confucians, and most of its 1.2 billion Muslims, live in Asia, as do over 100 million Christians. Learning about these cultures and religions will enrich American understanding of our common human heritage and is a necessity for living and working successfully in an increasingly diverse and globalized world, in Michigan and elsewhere.

"We have built a manufacturing plant in the Philippines. To build that plant we had to teach our manager about the Filipino culture, and he had to learn Tagalog in order to manage our 500 employees both in the U.S. and the Philippines."

Wally Tsuha, President & CEO, Saturn Electronics and Engineering, Inc., Auburn Hills, MI

Did you know

these items originated in Asia?

- The zero, "0" Between the 6th and 8th Century A.D.
- Watertight ship compartments 4th Century A.D.
- The toothbrush 1498
- Gunpowder 8th Century A.D.
- The compass 12th Century A.D.
- Silk fabric 3rd millennium B.C.E.
- Cast Iron 1st Century A.D.
- Multiple-choice exams 11th Century A.D.
- Certifications for pediatricians and other medical specialties 11th Century A.D.

"Greater global focus for our products and services to our customers is changing, and Asia is becoming a major market for these products and services.

Our management staff must understand the Asian cultures and speak the languages so that we can market our products effectively."

Chain Sandhu, Chairman and Founder, NYC Inc., Livonia, Michigan

International Commerce Impact

It is a little-known fact that United States trade with Asian nations exceeds United States trade with any other world region, including Europe. United States exports to Asia totaled \$193 billion in 2001. Michigan exported \$4 billion to Asian nations in 2001, second only to the European Union (\$5.3 billion) among our state's non-NAFTA trade (North America Free Trade Agreement) partners. Five of the United States' ten largest trade partners are Asian nations: Japan, China, South Korea, Taiwan, and Malaysia. For Michigan, the largest Asian trade partners are, in order, Japan, South Korea, Australia, China, Taiwan, Singapore and Thailand.

The United States Agency for International Development (USAID) notes that Asia is the largest developing market for United States exports and imports. Given the large size of Asia's population and the dynamism of its economies that are growing at twice the rate of the rest of the world, Asia's share of world and United States trade can only increase. The market potential here for United States goods and services is enormous, enhanced by trade liberalization in Asia, including China's entry into the World Trade Organization and the likely expansion of the ASEAN (Association of South East Asian Nations) Free Trade Area (AFTA), to include other Asian countries.

In addition to merchandise trade, United States trade in services with Asia is growing rapidly. India and the Philippines are major locations for the outsourcing of software programming needs that help to increase the competitiveness of American businesses. Financial sector reforms and restructuring in Asian countries also offer many opportunities for the expansion of United States financial services companies, particularly in Japan and South Korea.

Two-way investment between the United States and Asia is also growing. According to the United States Department of Commerce, in 2001 United States companies had invested \$216 billion in Asian countries, or 16 percent of total United States direct investment abroad; the \$21 billion of income from these Asian operations accounted for 19 percent of the total income from foreign operations of United States firms. As of 2001, Asian companies had invested \$198 billion in the United States (at historical cost), or 15 percent of the total foreign direct investment in the United States; in 2000, non-bank affiliates of Asian companies employed more than 1 million people in the United States, and their exports amounted to \$55 billion.³

Michigan businesses are significant participants in such investments. Major United States multinationals headquartered in Michigan, including The Dow Chemical Company, Ford Motor Company, General Motors Corporation, and Whirlpool Corporation, have invested in Asian countries to serve those growing markets, while Asian companies like Denso International America, Hyundai America, New Bright Industries, Ogihara America, Samco Machine Detroit Corporation, Daewoo International Corporation, Hitachi Automotive Products (USA), Inc. and others have invested in Michigan for the same reason.

Michigan is also home to many firms owned and operated by Asians and Asian Americans. According to the Census Bureau, there were 11,700 Asian and Pacific Islander-owned businesses in Michigan in 1997. ⁴

- ¹ United States International Trade Commission. http://dataweb.usitc.gov.
- ² Michigan Economic Development Corporation. http://www.exportmichigan.com/michigan.htm.
- ³ U.S. Department of Commerce, Bureau of Economic Analysis. http://www.bea.doc.gov/bea/pub/0802cont.htm.
- ⁴ U.S. Census Bureau. 1997 Economic Census. May 10, 2001.

"It should be clear to all of us that in today's interdependent world, many more Americans must be aware of people, cultures, and issues beyond our shores and every day experiences. This is certainly true for Whirlpool Corporation, which manufactures and markets home appliances in more than 170 countries, including throughout Asia, and has made international expansion a key strategy for long-term growth. If the U.S. can succeed in generating a deeper interest from our youth in international issues and subjects, it will not only make for a stronger and more responsible America, it will make for a more politically and economically vibrant world."

David R. Whitwam, Chairman and CEO, Whirlpool Corporation, Benton Harbor, MI

"I think it is necessary for children in Michigan to learn more about Japan and Asia, from the viewpoint of international business development in this state. I hope this report will not just end as a report, but become the first step towards implementation."

Mitsunobu Takeuchi, Chairman & CEO, Denso International America, Inc., Southfield, MI Such significant business activity underscores the need for a Michigan workforce prepared to understand and operate in international markets and different cultures and to take advantage of the many attractive business opportunities that Asia's rapid economic growth presents.

As Gail L. Warden, President and CEO of Henry Ford Health Systems, emphasizes, "As the world increasingly becomes a global business community, education about Asian countries, their cultures, their business practices, and their health care systems makes [this Commission's work] vital to the future of all commercial companies. The opportunity to learn and understand our differences is good business for everyone around the world."

Changing Demographics and Immigration

More than half of the world's population lives in Asia. Within the United States, Asians and people of Asian descent represent approximately 4.2 percent of the United States population. (Demographic figures used in this section exclude Middle Eastern and central Asian populations (Iranian, Afghani, Tajikistani and others)). Furthermore, populations in Asia are growing rapidly. For example, between 1950 and 2000, the population of the Asian region grew more than all of the other regions combined. Of the almost 79 million annual births in the world, demographers project about 16 million to be in India and about 11 million to be in China. Some 34 million will live in other parts of Asia.

In Michigan, Asians and Asian Americans account for 2.1 percent of the population. In a recent Wayne State University study, Michigan ranked 13th among states with the highest percentages of Asian Americans. The Asian and Asian-American population in Michigan increased by 70.5 percent between 1990 and 2000. The largest group of Asian and Asian Americans in Michigan is Asian Indians, followed by those of Chinese descent. The third largest group is of Korean descent. 8

Asians and Asian Americans are heavily concentrated in certain parts of the state. Detroit, Michigan is considered one of the new "magnet" cities for Asian immigrants. Asians are the fastest-growing ethnic group in the Detroit metropolitan area. The Asian and Asian-American population in metropolitan Detroit increased by 83 percent between 1990 and 2000. The 2000 Census reported that Oakland County ranked 36th in the nation among all counties, with 4.1 percent of Oakland County's population being Asian American. In Washtenaw County, 6.3 percent of the population is of Asian descent, higher than the national average.

As the Asian and Asian-American population grows in Michigan and our communities become more diverse, schools should adapt their curriculum to reflect community and economic realities.

"The Japan Business Society of Detroit will celebrate its 30th anniversary next year. There were only a handful of Japanese companies in the beginning, but the number grew dramatically since then, and today we have 225 companies that belong to the society. Currently, the number of registered members is over 1,650. This proves that business between Japan and Michigan has expanded. On the other hand, we learn from our children that Michigan public schools do not teach much about Japan or Asia. It is wonderful that the State leadership took this initiative. We hope that students in Michigan will learn more about Asia."

Toshifumi Kohno, President of the Japan Business Society of Detroit, Southfield, MI

Asian Pacific American Chamber of Commerce President Peter Wong concurs with this statement as well.

⁵ U.S. Census Bureau.

http://factfinder.census.gov/servlet/QTTable?ds_name=D&geo_id=D&qr_name=DEC_2000_SF1_U_DP1&_lang =en. Note the figure of 4.2 percent includes both Asians and Asians with combinations of other ethnicities and races.

⁶ McDevitt, Thomas M. World Population Profile, 1998, U.S. Census Bureau, http://www.census.gov/ipc/prod/wp98/wp/98.pdf.

Metzger, Kurt and Booza, Jason. Asians in the United States, Michigan, and Metropolitan Detroit. Center for Urban Studies, Wayne State University, Working Paper Series, Number 7, January 2001.

Frey, William. The United States Population: Where the new Immigrants Are. http://usinfo.state.gov/journals/itsv/0699/ijse/frey.htm. Excludes populations of Iran, Afghanistan, Tajikistan, and other Middle Eastern and central Asian countries.

Public Policy Impact

For foreign relations, diplomatic affairs, and intelligence operations, governments rely upon personnel proficient in systems of government, international affairs and languages.

Government agencies also require staff to be knowledgeable about various governing systems around the world. Asia is the home of the world's largest democracy, India, a diverse nation with over 1 billion citizens. Sensitivity to how Asian nations govern, their religious foundations, and how their political systems operate is critical for analyzing public policy issues and for managing foreign relations.

The National Security Education Program and the American Council of Teachers of Russian identify five languages as being critical to national security: Chinese, Arabic, Russian, Korean, and Japanese. The National Foreign Language Center (NFLC) also reports that there is a critical shortage of fluent speakers in critical languages. Currently, some 80 federal agencies depend in part on proficiency in more than 100 foreign languages; in 1985, only 19 agencies were identified as having requirements for fluent speakers in foreign languages. NFLC concludes that the median speaking proficiency of American college graduates, before any study abroad, is only 1 on a scale of 1 to 5, 5 being fluent in the five critical languages. ¹⁰

Enrollments in modern foreign languages in higher education declined from 16 percent of students in 1965 to 8 percent in 1994. The level of students has remained relatively constant since that time. Enrollments in less commonly taught languages (which include all of the languages critical to national security) account for less than 10 percent of these enrollments. Less than 1 percent of American college students are studying these critical languages. ¹¹

Like higher education, elementary and secondary schools have not emphasized foreign language instruction, especially in the critical languages. Michigan schools should consider how to encourage more foreign language instruction in Asian languages and improve the speaking proficiencies of foreign language students at the elementary and secondary level to encourage continuing foreign language study at the college level.

In our expanding world, understanding how the United States government and its actions affect the political climate and decisions of other nations is becoming more and more vital as distances shrink. Government will need personnel who not only understand the American system of government but also the government systems of Asian nations and how actions and decisions of both interact and affect each other.

In Michigan, a small percentage of students (8.7 percent)¹² elect to take Advanced Placement (AP) exams. The exams covering government and world history, the Government & Politics: Comparative Exam and the World History Exam, are two that address Asian-related subject matter directly. The AP exam on World History was first offered in May 2002. According to The College Board, the organization overseeing the AP tests, the World History exam had over 21,000 participants nationally in the first year the exam was offered – a greater participation rate for any first offering of a new AP test and more than double the initial projections for first-year participation. Such significant participation indicates an interest among students to be better prepared on international government and history.

National Foreign Language Center, University of Maryland. http://www.nflc.org.

National Foreign Language Center, University of Maryland. http://www.nflc.org.

School Evaluation Services. http://www.ses@standardandpoors.com.

In Michigan, 85 students from 21 schools took the first AP World History exam offered. ¹³ Michigan should attempt to increase the participation numbers of Michigan high school students in these AP exams. As citizens of a leading Western democracy, there is much that Americans can and should learn about democratic systems of government, and their issues, in these countries.

The Jenison Public Schools is in its fifth year with a graduation requirement that students complete a three-semester sequence in World History, including both western and eastern hemisphere history, culture, geography and economic studies. Likewise, we have included eastern studies in our elementary and junior high school social studies curriculum. Our commitment to the importance of eastern hemisphere studies in our students' education has led to this continuous K-12 program incorporating events, history and understanding of our entire world."

David Dresslar, Superintendent, Jenison Public Schools, Jenison, MI

The College Board. http://www.apcentral.collegeboard.com.

What do we Currently Teach about Asia in Michigan Schools?

Adopted in 1996, the Michigan Curriculum Framework established statewide standards in over 10 subject areas. While the framework outlines the subjects and concepts to be taught, local districts retain significant influence over specific coursework in their classrooms. The Michigan Commission on Asia in the Schools assessed what Michigan schools teach about Asia under existing state standards for social studies. The Commission also reviewed existing teacher preparation on Asian topics and professional development opportunities.

From that examination, the Commission concluded that to stimulate teaching and learning about Asia, improvement should focus on three areas:

- Strengthening existing standards and benchmarks in social studies,
- Expanding Asia-specific teacher preparation and professional development, and
- Improving access to resources on Asia for a variety of subjects (social studies, history, literature, geography, and languages).

Benchmarks and Student Assessments

Michigan's education standards are purposefully broad and are intended to guide district curricula without explicitly directing classroom learning. Each standard belongs to a particular subject area. Each standard also has benchmarks according to the early elementary, later elementary, middle school, and high school levels. Generally, middle school is the forum of introduction to global studies, particularly through geography. For example, a Michigan middle school geography benchmark reads as follows:

Locate and describe major cultural, economic, political, and environmental features of Africa, Europe, Asia, Australia, and North and South America and the processes that created them.

From the benchmarks, the Michigan Educational Assessment Program (MEAP) develops its exams to measure student achievement in five subject areas (reading, writing, science, mathematics, and social studies). The MEAP exams primarily measure student performance against the content standards for each subject area at various grade levels.

The world history-related questions on the MEAP social studies test (given in grades 5 and 8, and then in high school), as well as the accompanying content standards and benchmarks on which the social studies test questions are based, do not refer to any Asian-related event, personality, or country-specific reference. References to Asia appear to be in examples only where Asian countries have had interaction with the United States during a particular historical event. Virtually the only mention of Asia appeared in an exam question on a high school social studies MEAP test. This demonstrates the inadequate attention to Asia and Asian topics in the curriculum.

MEAP Exam Question

Complete the timeline provided to you in your answer booklet with the events listed on the previous page in chronological order.

- Formation of the North Atlantic Treaty Organization
- Japan bombs Pearl Harbor
- Germany invades Poland
- Atomic bombs dropped on Hiroshima and Nagasaki, Japan
- President Franklin D. Roosevelt dies; Harry Truman becomes president

Because both benchmarks and assessment questions are broadly written, specific materials in class-room instruction vary widely across teachers and districts. Therefore, it appears only those teachers with a personal interest, or teachers in a school with specific interest, include comprehensive instruction on Asia. Generally, students receive only rudimentary instruction on Asia.

Many teachers feel that without the inclusion of Asian-related subjects in the state's benchmarks or its assessments, widespread interest in offering such studies will never materialize. While teachers did not seek to have another standard or benchmark to address in their instruction, they advised that if Asian-related examples were used to explain how teachers might translate benchmarks into classroom instruction, momentum to teach about Asia would build.

The state has tools to assist teachers in incorporating the benchmarks into their instruction: The Sample Curriculum and Plans for Education (SCoPE) and the State of Michigan Clarifying Language in Michigan Benchmarks (MI CLiMB). The State of Michigan has recently launched SCoPE and MI CLiMB. These tools include example lesson guides, activities, and performance assessments for the state's standards. SCoPE is designed as a model curriculum. The full spectrum of benchmarks for each standard, from kindergarten to 12th grade, is coordinated to work in concert to provide consistent and comprehensive instruction.

Experts at the state and local district levels developed MI CLiMB as a teacher resource to explain each benchmark through brief definitions and sample activities. MI CLiMB merely provides guidance for instruction and does not provide examples for each benchmark at each grade level.

Both SCoPE and MI CLiMB are relatively new in their release and application but may prove to be a valuable resource for teachers. Examples of how to include Asian-related topics could be introduced to teachers through example lessons and activities using these tools. SCoPE currently includes a comprehensive look at Asia through several units, broken down by region, in the seventh grade. But, according to many teachers, these areas can be continually developed to include such work in all grade levels and across subjects.

During focus group discussions held by the Commission staff, teachers and educators suggested the following ways to encourage teachers to include more Asian-related materials in their classrooms:

- Coordinate the SCoPE and MI CLiMB teacher tools at the state level to include Asian-related explanations of the state's existing benchmarks.
- Include more Asian-related questions on the Michigan Educational Assessment Program (MEAP) Tests. This inclusion will encourage teachers to become more knowledgeable about these areas and to incorporate them into their instructional activities.
- Using state-developed resources, such as SCoPE, infuse units that include Asian-related subjects.

Teacher Preparation and Professional Development

The National Board for Professional Teaching Standards (NBPTS) promotes proficiency in Asian-related subjects as a necessary component of strong teaching in social studies. In the area of world history, the NBPTS states, "Accomplished teachers help students compare major civilizations while addressing the evolution of interactions among people from many different points of the globe." 14 According to the NBPTS, the establishment of civilizations in Asia before 1000 B.C.E., the rise of Chinese imperial power, the philosophy of Confucius, the period of Mohammed and the rise of Islam, Asian innovations during the global industrial revolution, and the rise of East Asia as an economic power are all themes mentioned as specific topics teachers should address in a world history setting. The standards for political science and economics include similar statements, as the study of various economic and political systems is a necessary component of a strong education in these areas.

National Board for Professional Teaching Standards. http://www.nbpts.org.

In Michigan, the incentives to teach about Asia rest solely on the individual teachers and their interests in the subject area. In reviewing Michigan's own teacher certification standards for entry-level teachers and the specialties of social studies, political science, and history, requirements for specific knowledge of Asia are noticeably absent. Without support to develop teaching about Asia, teachers will continue to avoid these subjects in favor of those that are more familiar.

Upon leaving the university, many teachers indicated that their professional training did not require or encourage the inclusion of Asian-related courses. They feel unprepared to teach about Asia because they lack knowledge and familiarity with the subject. Also, few professional development opportunities are available for teachers interested in teaching these subjects, largely due to resource constraints. Finally, travel opportunities and teacher exchanges to Asian countries are scarce, even for teachers with interest.

Teachers and educators suggested the following to stimulate more teaching about Asia:

- A sustained effort to offer professional training in teaching about Asia, perhaps through existing professional conferences.
- Encouraging the development of a teacher-leader model in districts, where a select group of teachers are trained and then are responsible for bringing that training back to others.
- More travel opportunities for teachers through exchanges and summer visits to give teachers the opportunity to learn firsthand about these cultures.
- In the long term, teacher preparation at the university level, particularly for those who will teach about Asia, should include coursework in these subjects.

Impact of Technology

New technologies can offer a cost-effective way to provide more training for educators and more opportunities for student exposure to Asia-related languages, resources and international subject matter. As the technological resources in Michigan's schools become more advanced, accessibility to Asia and its countries increases. Through the use of the Internet, satellite communication, and other technological devices, students can now access Asia through one-on-one communication, virtual field trips, and interactive programs.

Teachers have begun to use the *key-pal* system, an internet-based pen-pal system with video screens, for students to interact both through communication and pictures with students in other countries. Ypsilanti High School recently announced that their distance-learning classroom is equipped to take advantage of Washtenaw Intermediate School District's ultra-high-speed network that supports advanced Internet uses. With this high-speed network, students will be able to take virtual field trips around the world to study other cultures. ¹⁵ International consulates also have interactive materials and learning aids to expose students to Asia and its peoples. With these resources emerging, teachers have begun to look beyond the expense of travel and limited textbook and speaker availability when trying to infuse Asia-related topics into their classrooms.

¹⁵ The Ann Arbor News. Virtual Field Trips a Reality. July 22, 2002.

Some suggestions for using technology to aid in increasing teaching and learning about Asia are listed below:

- Use professional development opportunities to help teachers utilize technology to incorporate Asia into their classrooms.
- Take advantage of district and intermediate school district Internet networks and encourage the use of virtual field trips and country studies to expose students to Asia "firsthand."
- Create and maintain a database of available programming on cable or other television networks, films, and other resources to help teachers give their students a more varied learning experience.

Foreign Language Instruction

According to the Michigan Curricular Framework, learning a non-English language "provides learners with access to the knowledge and skills necessary to function in a global community, marketplace, and workplace." ¹⁶ The benefits to learning a world language include intercultural communication, acquiring a greater appreciation for diversity, and participating in a national, multinational, and international community. ¹⁷

In Michigan, as is the case around the country, the most commonly taught languages are French, Spanish, and German. According to Anne Hooghart, President of the Japanese Teachers Association of Michigan, Japanese is the most commonly taught Asian language in Michigan. Ninety-five schools had some sort of Japanese language instruction at either the high school or middle school levels, or both, in 1995. The number has declined in recent years because of budget constraints, changing curricular priorities, and the lack of qualified, certified instructors. Currently, Michigan has only three universities (Michigan State University, Eastern Michigan University, and Madonna University) which train certified Japanese instructors, and their numbers of graduates have been steadily declining over the past ten years. However, without these programs, Michigan's students are missing the opportunities to study and to interact with Asian cultures and ideas.

Suggestions to enhance language instruction in schools include the following:

- Encourage school leaders to focus on Asian languages as an important part of a strong K-12 curriculum and a necessary part of any world language offerings.
- Link school districts to local, nonprofit, and government resources to provide materials and funding for teachers to offer Asian language courses.
- Offer teacher waivers for native speakers who want to teach Asian languages in local schools.
 Over time, create incentives for universities to increase their certification of teachers in Asian languages.

¹⁶ Michigan Department of Education. http://www.michigan.gov/mde.

Michigan Department of Education. http://www.michigan.gov/mde.

Michigan Foreign Language Association, http://www.mfla.msu.edu.

¹⁹ MiJaLIP Secondary Principal Survey (1994-95). Anne Hooghart, President-Japanese Teachers Association of Michigan.

²⁰ Anne Hooghart, President-Japanese Teachers Association of Michigan. Presentation to Michigan Commission on Asia in the Schools, August 5, 2002.

Community Resources

The Commission's research revealed a wealth of resources available on Asian culture, languages, and related subjects. However, educators and students were unaware that these resources were available. In addition, these resources were not tailored to teachers and students. A clearinghouse for information, as well as a resource guide, electronically available, for educators would be valuable.

National Resource Centers

Michigan is home to several National Resource Centers. In the 1960s, Congress recognized the importance of international knowledge and established these centers at higher educational institutions to promote international education. Congress noted that the security and economic livelihood of the United States depended on its citizens possessing knowledge about international history and current affairs. In addition, Congress observed that technological advances made competence in foreign languages essential to cooperation among nations.

National Resource Centers are supported with federal funds through the Higher Education Act of 1965. Grants are authorized for institutions of higher learning to promote the teaching of foreign languages and instruction and research in international studies and world affairs.

National Resource Centers must maintain outreach programs and consultative services as one of the conditions for receiving a federal grant (centers must reapply for grants periodically). These outreach programs are designed to make knowledge of languages and area studies available to the public and include providing services to businesses, community colleges, educational organizations and K-12 schools and teachers. Many of these institutions work with K-12 schools in their community to provide resources and professional development for teachers. They offer instructional seminars and develop curricula that can be used in the classroom.

Currently, over 40 National Resource Centers specialize in Asian, Central/Inner Asian, East Asian, Pacific Islander, South Asian, or Southeast Asian Studies. The following comprehensive centers exist in Michigan:

Asian Studies Center, Michigan State University
East Asia National Resource Center, University of Michigan
Center for South Asian Studies, University of Michigan
Center for Southeast Asian Studies, University of Michigan
Center for Russian and East European Studies, University of Michigan (Central Asia)
Center for Middle Eastern and North African Studies, University of Michigan (Iran)

Other Community Resources

Asian-American community associations may also play a vital role in the incorporation of Asian studies into Michigan's schools. Such community groups in Michigan are numerous and are enthusiastic to share and educate others about their cultures. There are also many types of cultural exchange programs affiliated with community organizations. These exchange programs include sister-city educational programs, 4-H Youth Development international exchanges, and Fulbright-Hayes Scholarships.

Examples of cultural community associations include the Tagumpay Philippine Cultural Dance Ensemble and the Korean American Scientists and Engineers Association. Religious organizations can also be a source of expertise. These groups can act as community resources and even provide native-language speakers to teach and instruct in some curricular activities. International consulates also have an interest in assisting schools to integrate Asian studies into curricula. These resourceful organizations can provide up-to-date information about their respective countries and provide knowledgeable speakers.

Finally, corporations can and often do contribute to community-wide education. Many corporations employ their own language and cultural instructors and can provide first-hand information on countries and cultural experiences. In addition, many local corporations may be interested in helping to prepare Michigan's students for future workforce needs.

Spotlights on Asia in the Schools

Linking All Types of Teachers for International Cross-Cultural Education (LATTICE)

Developed in 1995 by Sally McClintock, a retired music teacher, LATTICE promotes adult learning by providing an environment for teachers and international graduate students to meet and interact in the name of developing a mutual respect and understanding of a variety of cultures. Members meet for presentations, discussions, food and music. Its purpose is not to simply deliver almanac information about countries but rather to expand the horizons of its members to include a greater understanding of the world. Through its monthly forums, educators build strong networks with international resources and visitors that are then used to augment their students' learning experiences. "This is the best professional development I've ever had," said member Sue Seyfarth, a third-grade teacher from Holt, Michigan. "Through LATTICE, I have been able to find ways to include international subjects in my everyday teaching." The program currently includes seven districts and is affiliated with Michigan State University. It has won several awards, including a Fulbright-Hays Group Study Abroad award (1999) and a Michigan's Best Award from the Michigan Association of School Boards (1998).

Midland Schools

Sharing a wall and a mission, Midland teachers Randi Kawakita and H.J. Smith use team teaching to help their students understand prejudice and its consequences. Through a combination of readings, topic research, writing, and presentations, students are exposed to a variety of cultures and personal experience of individuals facing prejudice, which they then use to make connections to their own lives. The experience culminates with their annual Honoring Diversity Celebration, a daylong event where students are able to meet individuals from around the state and hear their stories about prejudice first-hand. According to Smith, "We created this program through a clear sense of what matters to us and to our students and why. From these classes, our students learn about different cultures and about themselves, and all within the state's standards." Using the state's benchmarks and their own shared vision, these teachers have established a program by which students learn both what is in the standards and what is in the world.

²¹ Michigan Ethnic Directory -1998 Edition. Michigan Ethnic Heritage Studies Center, Wayne State University.

Flint School District - International Immersion Camp

The International Immersion camp is one example of how school districts and communities can expose children to other cultures without the expense of overseas travel. The camp is sponsored annually by the International Institute of Flint and the Flint School District's 21st Century Learning Centers program. Persons native to those regions teach the students about five regions of the world: South America, Africa, Eastern and Western Europe, Mexico, and the Middle East. In addition to learning basic components of languages, the students are taught about culture and practices. The program utilizes media as well as personal interaction to teach lessons to the students.

Palo Community Schools

For the past 14 years, teacher Judy Huynh has infused Asia into her sixth grade classroom through crafts, field trips, celebrations, and charity events. Palo's school houses fewer than 160 children and has limited resources. Through personal interest in Asia, Huynh developed a diverse curriculum about Asia. Field trips to an Islamic center, a Hindu temple, and Indian and Chinese restaurants expose her students to a variety of religions and cultures. The students also celebrate Asia Day. Student groups chose a specific country and then cook native food, act out folk tales, and make crafts from that country. The all-day event connects the students with other cultures and provides an opportunity to share their newfound knowledge with peers. "The students learn much more about [Asia] from these activities because they are involved and excited," Huynh said. Her work is also interdisciplinary with activities in math involving Asia and the use of Asian literature in reading instruction. Huynh coordinates these units so students receive Asian-related instruction in a variety of mediums at the same time. In recent years, Huynh's sixth graders have also spearheaded several school-wide charity events, including an international dinner and world market that raised over \$1000 for hunger charities. These servicelearning projects, according to Huynh, create a sense of excitement in learning about Asia for children. "We have great parent and district support that allows me to tie in what we learn in class with some important work for hunger charities," she stated. "The students really love to do these projects and to share with others."

National Consortium on Teaching About Asia (NCTA)

Indiana University's East Asian Studies Center offers a series of ten-week seminars to middle and high school teachers on East Asian history and cultures and how best to incorporate this information into their classrooms. Indiana's East Asian Studies Center is a member of the National Consortium on Teaching about Asia funded by the Freeman Foundation. Seminar participants represented a variety of disciplines: social studies, history, and literature. The Indiana Center holds seminars in several states, including Michigan, Minnesota, Illinois, Indiana, Ohio, Kentucky, Louisiana and Alabama. In the coming year, Indiana's Center will offer its second Michigan seminar series. As a part of the program, study tours to Japan, China and Korea will be offered to educators who have successfully completed seminar requirements. The program study tour was offered during the summer 2002 to Japan and Korea. As a result of the success of the NCTA program, the Indiana Center has partnered with the Indiana Department of Education to achieve even greater synergy in expanding education about Asia in Indiana schools. The Indiana Department of Education provided a \$25,000 grant for Indiana educators participating in the tour. The Indiana Center-IDOE program calls for educators participating in the program to develop a series of presentations on "Education about Asia in Indiana Classrooms" that will be shared with educators at state conferences. Participating educators will also hold a series of "round robin" conferences throughout the state to share with other educators how they might incorporate Asia-related content into their lesson plans. The Indiana Center hopes to promote a similar model in Michigan.

Access Asia — Australia

The Department of Education in Western Australia has joined with the Asia Education Foundation to form Access Asia. Access Asia seeks to and has successfully begun to incorporate Asian studies into Australian schools. The schools belonging to the program are divided into clusters. The state advisor and a cluster coordinator supervise each cluster. The program encourages professional development among teachers and creates teacher networks. Access Asia also provides schools with resource lists and lends materials for teachers to use. In addition, it also promotes cultural excursions and exchanges. In addition, each August, Access Asia promotes an "Asia Week." During this week, students are exposed to dance festivals, visits to schools by Asian community groups, Asian food fairs, film festivals, student forums, and more.

Asia Society

The Asia Society is a non-profit public educational organization dedicated to increasing understanding of Asia among Americans. Founded in 1956 by John D. Rockefeller III, the organization's educational initiatives focus on improving the quality of education about Asia at the primary and secondary school levels. It supports several efforts to advance education about Asia and provide curricular materials, services and support for teachers and schools throughout the United States. The Web site, www.AskAsia.org, provides easy access to accurate and objective information about Asia to K-12 students and educators. More recently, the Asia Society sponsored the National Commission on Asia in the Schools and is now working with several national educational organizations and state education leaders to promote more emphasis on Asian and international topics in the classroom through the National Coalition on Asia and International Studies in the Schools.

Recommendations

Michigan urgently needs to improve the way students are prepared for the world awaiting them. Enhancing teaching and learning about Asia is central to this task.

Strategies to motivate teaching and learning about Asia in Michigan schools offered by the Michigan Commission on Asia in the Schools are presented in the following areas:

- Expanding Educational Quality
- Enhancing Teacher Preparation, Professional Development, and Resources
- Enlisting State Leadership and Community Support

Enhancing Educational Quality

Michigan students must be exposed to instructional material on Asia and other world regions and languages beginning in elementary and middle school to increase their knowledge about diverse cultures and languages. More guidance for teachers on Michigan's standards and benchmarks should be provided regarding the concepts students should master at different grade levels on Asia. Language offerings should include languages spoken in the Asian region. Schools should find opportunities to use Asian-American community resources and international businesses to teach these languages.

Potential First Steps

- Develop rigorous standards for what our teachers and our students should know about Asian-related subjects.
- Incorporate Asian-related instruction into strengthened standards and benchmarks using the Web-based SCoPE and MI CLiMB tools offered by the State of Michigan.
- Encourage the infusion of Asian content in all subject areas, such as using examples of Asian literature and history.
- Assess students' knowledge of Asian subject matter periodically through state assessment exams.
- Increase opportunities for elementary students to study a second language and continue that same language throughout middle and high school.

Expanding Teacher Preparation, Professional Development and Resources

Teacher preparation programs at colleges and universities should include coursework in Asian and international subjects. Schools should seek teachers who are prepared for teaching Asian and international subject matter.

Teacher professional development workshops and seminars should assist teachers in gaining more confidence in teaching about Asia and provide strategies to infuse Asian and international subject matter into existing curricula.

National Resource Centers and other international educational organizations should work with teachers to design effective resource materials, professional development courses, and appropriate student activities.

Potential First Steps

- Assist teachers by providing courses and resources to help teachers meet enhanced standards on Asian-related studies in their classrooms.
- Approach a National Resource Center to work on a joint project with an intermediate school district curriculum specialist to develop and maintain Web-based resource guides for teachers on a particular topic.
- Design Web-based guides for teachers on Asian and international subjects.
- Develop virtual travel trips and related student activities to teach teachers and their students about Asian languages and cultures.
- Establish formal networks linking international experts, native speakers, and teachers.
- Establish Web-based peer-to-peer teacher and educational professional networks to facilitate interaction on Asian-related topics.

Enlisting State Leadership and Community Support

Ensuring State Leadership

To realize the vision of this Commission, strong state commitment and leadership is imperative. Educators, policymakers, and parents should be informed about the importance of producing high school graduates competent in Asian languages and Asian and international affairs.

Potential First Steps

- Assign responsibility for implementing this Commission's recommendations to a permanent state office or agency.
- Convene a task force including members from the educational community, National Resource Centers, Asian-American and other ethnic communities, business groups, and government. This task force should develop a plan for one or more organizations, public or private, that would promote increased Asian and international studies in Michigan schools.
- Adopt the University of Michigan's and Michigan State University's National Resource
 Centers' proposals to lead a project to link educators and students with sources and materials
 while the task force completes its work and a permanent organization is established.
- Call on community leaders to speak and write about the importance of teaching and learning about Asia and other world regions.

Engaging Community Support

Leaders from business and industry, the media, youth organizations, cultural and religious associations, and Asian and Asian-American community groups should collaborate with educators and play an active role in educating Michigan students about Asia and its many cultures.

Potential First Steps

- Encourage the media to play an instrumental role in communicating the importance of teaching and learning about Asia to their audiences; write editorials and letters about this topic for general publications.
- Ask the business community to support Asian and international studies in schools by providing leadership and financial support.
- Encourage parents and students to participate in such programs as the Rotary Youth Exchange program and the Michigan 4-H international exchange and promote the development of additional student exchange programs to give students more opportunities for handson experiences with Asian and other cultures.
- Develop briefing materials to inform decision makers about the need for more emphasis on Asian studies in schools.

Appendix A

Biographies of Members of the Commission on Asia in the Schools

Leann D. Arkema is the Executive Director of Gilda's Club Grand Rapids. She has also served as Community Services Director and Campaign Director for Congressman Vernon J. Ehlers (3rd District MI) and the Executive Director for St. Cecilia Music Society, one of the country's oldest music organizations located in Grand Rapids, Michigan.

Michael Flanagan is the Executive Director of the Michigan Association of School Administrators, serving approximately 1,200 Michigan public school superintendents, first-line assistants, and associate members. He is also the Executive Director of the Michigan Association of Intermediate School Administrators, serving the 57 intermediate school districts. Mr. Flanagan was superintendent at the Wayne County Regional Educational Service Agency for seven years and superintendent of Farmington/Farmington Hills School District for five years. He currently serves on numerous boards and advisory task forces.

James A. Kelly is a senior advisor to education organizations, governmentagencies, foundations and corporations. His recent clients include the National Academy of Sciences, World Bank, Standard & Poors, and Atlantic Philanthropies. From 1987 to 1999, Jim Kelly was President and CEO of the National Board for Professional Teaching Standards (NBPTS); in 1999 the NBPTS elected him to the lifetime position of Founding President. He serves as a board member of several educational and civic organizations, including as Vice Chairman of the Asia Society's National Commission on Asia in the Schools. He is a member of the National Academy of Education.

Linda Yuen-Ching Lim, Ph.D., is Professor of Corporate Strategy and International Business at the University of Michigan Business School. She also serves as Director of the Southeast Asia Business Program and Associate Director of the International Institute, and is a Faculty Associate of the Center for Chinese Studies, the Center for Japanese Studies, and the Center for Southeast Asian Studies at the University. Dr. Lim consults frequently for United Nations agencies, U.S. and Asian companies, and serves on the Board of Trustees of the Asia Society.

Ghaus M. Malik, M.D., is Vice Chair of Neurosurgery at Henry Ford Health System and Chief of Neurosurgery at William Beaumont Hospital. Dr. Malik specializes in vascular neurosurgery with a special interest in the surgical management of aneurysms, arteriovenous malformations, trigeminal neuralgia and complex tumors. He is President of the Michigan Association of Neurological Surgeons, and a member of several national and international neurosurgical and other professional organizations. He serves as Chairman, Board of Trustees of the Islamic Association of Greater Detroit. Previously, he has been the President of the Pakistan Association of America and recipient of its Community Service Award.

Marisa Chuang Ming, Ph.D., is an industrial psychologist and community organizer. Dr. Ming's professional career has progressed from research and management positions in Michigan state and county governments to her current position as Executive Director of APACC-Asian Pacific American Chamber of Commerce. Dr. Ming also volunteers in leadership roles for civil rights, women, and Asian-American organizations. She is founder of the Detroit Coalition for Responsible Immigration Policy, founding member of the American Citizens for Justice, and former President of the Association of Chinese Americans. Her dedication in empowering minorities and immigrants has won her honors, such as the Vision In America award, given by international and national organizations

Hoa Nguyen is Assistant Vice President for Administrative Services and Finance at Lansing Community College, responsible for the development of the college's budgets. He has held the position of Chairman of the Vietnamese American Coalition of Michigan since 2000. The Coalition consists of several Vietnamese organizations in Michigan and supports various Vietnamese outreach efforts to their growing community. Mr. Nguyen has also worked with the Michigan Department of State as a budget analyst and has served as adjunct faculty teaching business classes at Northwood University, Olivet College and Jackson Community College.

Sheri Perelli is an international communications, marketing, and business development professional with 25 years of government, corporate, and consulting experience in Europe, North America, Africa, Asia and Latin America. Her independent consultancy serves a variety of international private, public, and non-profit organizations, focusing on forging multilateral partnerships in support of both non-profit and commercial education, communications, and business initiatives in developing markets.

Chandrakant Pujara M.D., F.A.C.C., is a practicing cardiologist affiliated with Oakwood Health system and Detroit Medical Center. Besides being actively involved in clinical practice, he also enjoys and participates actively in community, philanthropic, and educational organizations. He has served in various capacities at his hospitals and at Indian cultural and religious organizations in Michigan. Dr. Pujara is the president-elect of Michigan Association of Physicians of Indian Origin (MAPI) and also serves as a Chair on the Electronic and I.T. Committee of the American Association of Physicians of Indian Origin.

Izumi Suzuki, President of Suzuki, Myers & Associates, is also the Administrator of the Japanese Language Division, the Chair of the English-to-Japanese Accreditation Sub-Committee of the American Translators Association and the President of the Michigan Translators/Interpreters Network. Her steady clients include top executives of all the major companies in the US/Japan automotive interface. Having been involved in the educational systems of Michigan and Japan, Ms. Suzuki raised two quadrilingual children through the schools of Michigan and New York.

Vinh Trinh is a business and organizational strategist to educational, profit, and non-profit organizations and government agencies. Currently he is working with Lakeshore Ethnic Diversity Alliance (LEDA), the Multi-Cultural Resource Network, Davenport University, Grand Valley State University, the University of Michigan, the U.S. Commercial Service in Vietnam, the Vietnam Ministry of Trade and Education, Hanoi Tourism, Vinasun Travel, Saigon Tourist, and the ASEAN Federation of Plastic Industries. Vinh has over 20 years of experience in international business. He was previously Director of Asia Pacific at Herman Miller Inc., and KPMG Project Manager at Boeing, IBM Principal. He is the president of International Business Management, Inc. (IBMI).

Tina S. Van Dam is Corporate Secretary of The Dow Chemical Company. As an attorney, she is a member of the Dow Legal Department and Senior Managing Counsel in Corporate and Securities Law. Prior to joining Dow, Ms. Van Dam was Director of Fund Development for MidMichigan Medical Center.

Padma Raj Vattikuti is Vice President of the Vattikuti Foundation, providing medical research funding to two Detroit-area hospitals. She also led the efforts of the India Earthquake Relief Organization of Michigan to assist the victims of the 2001 earthquake in Gujarat, India. Ms. Vattikuti also serves on the boards of the Merrill-Palmer Institute for Family and Child Development at Wayne State University and the Southeastern Michigan Chapter of the American Red Cross.

Olivia Visperas is Area Director, Corporate Affairs for Comcast's Detroit East Area. In her capacity she oversees government affairs and public relations duties for a subscriber base area of approximately 470,000 of the 1.1 million Comcast customers in Michigan. Previously, Ms. Visperas was Director of Ethnic Coalitions for the Abraham 2000 campaign and Staff Assistant for former U.S. Senator Spence Abraham's southeast Michigan area.

Furhad Waquad is a Certified International Property Specialist and Sales Consultant with With Real Estate One, Inc. He is very active at the local, state and national levels of the real estate industry. Mr. Waquad serves as a director of his local association, Director-elect and Chair for the Public Policy Committee for the Michigan Association of Realtors, and on the Public Policy Coordinating Committee of the National Association of Realtors. He also takes on leadership roles in many community organizations as President of the Pakistan American Friendship society, President-elect of the Pakistan Association of America, and a founding member of the Human Development Foundation of North America.

Commission Staff

Madhu R. Anderson is Director of the Michigan Commission on Asia in the Schools. Prior to this appointment, Ms. Anderson directed the Michigan Center for Educational Performance and Information and served as Chief Deputy Treasurer for the State of Michigan.

Amanda Bright, Research Assistant for the Michigan Commission on Asia in the Schools, is a candidate for a Master of Public Policy at the University of Michigan's Ford School of Public Policy. Upon the completion of her degree, Ms. Bright plans to work with state and local governments on education and child health policy issues.

Valenta Kabo, Research Assistant for the Michigan Commission on Asia in the Schools, is a candidate for a Master of Public Policy at the University of Michigan's Ford School of Public Policy. Ms. Kabo also currently practices immigration law in Ann Arbor, Michigan.

Appendix B

Presenters, Focus Group Members, and Meeting Group Participants

Andrew Liveris, President, Performance Chemicals Business Group, The Dow Chemical Company

Anne Hooghart, President, Japan Teachers Association of Michigan

Bill Shiang, The Dow Chemical Company

Guven Witteveen, Outreach Coordinator, Asian Studies Center at Michigan State University

H.J. Smith, Teacher, Midland Schools

Judy Huynh, Teacher, Palo Schools

Judy Waugh, Director, Metropolitan Consolidated Association of Realtors

Randi Kawakita, Teacher, Midland Schools

Kentwood Public Schools

Kurniwati Yahya, LATTICE

Marty Powers, Director, Center for Chinese Studies, University of Michigan

Mumtaz Haque, Teacher, Detroit Public Schools

Oakland Schools

Prasad Puttagunta, The Dow Chemical Company

Sally McClintock, Founder, LATTICE

Steve Myers, President, Suzuki, Myers and Associates

Sue Seyfarth, LATTICE

U.S. Congressman David Camp, Midland

Vivien Stewart, Vice President - Education, Asia Society

Waheeda Khan, LATTICE

Willie DeChavez, Teacher, Detroit Public Schools

Appendix C

The Research Process

To compile the views of Michigan's educators, the Michigan Commission on Asia in the Schools employed both a series of small focus groups and an informal survey about the access to Asia in Michigan's schools. The focus groups were constructed through both district and intermediate school district contacts. Each was attended by both teachers and administrators and was an open forum for the Commission to hear both the successes of Asian-related education in the schools and the obstacles to expanding that exposure.

After some initial research, the survey was devised as an instrument to assess the current baseline of Asian-related subjects in Michigan's schools, the availability of necessary resources, the preparation to teach such subjects, and the vision that educators had of the future in this area. The survey was sent to over 100 educators from around the state, who were registered with the University of Minnesota's less commonly taught foreign languages teacher registry, the Japanese Teachers Association of Michigan, and the Asian Studies Center at Michigan State University. The response was moderate and included valuable information about resource shortages, professional development needs, and the role of standards in this area of education.

The results were compiled from the focus sessions and the surveys and have been included throughout the report as educator viewpoints and recommendations.

Appendix D

Resources

Organizations

This is an alphabetical listing of resource centers and foundations dedicated to supporting teaching and learning about Asia²² compiled by the Asia Society. The names listed are those who are most directly responsible for K-12 educational outreach programs. Most organizations also have Web sites that feature useful information and classroom materials. For up-to-date information, go to http://www.AsiaintheSchools.org. Reprinted here with permission.

American Forum for Global Education

New York, NY Hazel Greenberg, Program Director (212) 624-1300 http://www.globaled.org

American Museum of Natural History

New York, NY Karen Kane, Manager, Museum Learning and Teaching, Education Department (212) 769-5100 http://www.amnh.org

Art Institute of Chicago

Chicago, IL Robert Eskridge, Director, Education Department (312) 443-3680 http://www.artic.edu/aic

Arthur M. Sackler Gallery & Freer Gallery of Art

Smithsonian Institution
Washington, DC
Ray Williams, Head, Education Department
(202) 357-4880
http://www.asia.si.edu

Asia Society

New York, NY
Education Division
(212) 327-9227
http://www.AsiaSociety.org
http://www.AsiaSociety.org
http://www.AsiaSociety.org

Asian American Curriculum Project

San Mateo, CA Florence Hongo, General Manager (800) 874-2242 http://www.miracity.com/aacp

This is not an exhaustive list.

Asian Art Museum of San Francisco

San Francisco, CA Brian Hogarth, Director of Education (415) 668-8921 http://www.asianart.org

Asian Educational Media Service (AEMS)

Champaign, IL David Plath, Program Dirctor Sarah Barbour, Program Coordinator (217) 265-0640; (888) 828-AEMS http://www.aems.uiuc.edu

Association for Asian Studies (AAS)

Ann Arbor, MI Ann Beard, Publications Manager (734) 665-2490 http://www.aasianst.org

Bay Area Global Education Program (BAGEP)

San Francisco, CA Heather Murray, Project Associate (415) 293-4650 http://www.wacsf.org/education

Brooklyn Museum of Art

Brooklyn, NY Deborah Schwartz, Director, Education and Program Development (718) 638-5000 http://www.brooklynart.org

The Children's Museum

Boston, MA Leslie Swartz, Director of Education Willa Marie Moore, Japan Program Developer (617) 426-6500 http://www.bostonkids.org

China Institute

New York, NY Nancy Jervis, Vice President, Director of Programs Marleen Kassel, Director of Teacher Education Programs (212) 744-8181 http://www.chinainstitute.org

Cleveland Museum of Art

Cleveland, OH Marjorie Williams, Curator of Education (216) 421-7340 http://www.clemusart.com

Columbia University

New York, NY

East Asian Curriculum Project (EACP)

Roberta Martin, Director (212) 854-1723 http://www.columbia.edu/itc/eacp/japanworks/index.html http://www.columbia.edu/cu/sipa/REGIONAL/EAI

Southern Asian Institute

Barbara Gombach, Outreach Coordinator (212) 854-3616 http://www.columbia.edu/cu/sipa/SASIA

Cornell University

Ithaca, NY

East Asia Program

Laurie Damiani or Gay Nicholson, Outreach Coordinators (607) 255-6222 http://www.einaudi.cornell.edu/eastasia

South Asia Program

Anne Patterson, Administrative Aide (607) 255-8493 http://www.einaudi.cornell.edu/SouthAsia

Southeast Asia Program

Penny Dietrich, Outreach Coordinator (607) 275-9452 http://www.einaudi.cornell.edu/SoutheastAsia

Brigham Young University

David M. Kennedy Center for International Studies Provo, UT Dana Bourjerie, Asian Studies Advisor (801) 378-2788 http://kennedy.byu.edu

Earlham College

Institute for Education on Japan

Richmond, IN Erika Sebens, Assistant Director (754) 983-1200

http://www.earlham.edu/~jpnstudies/outreach/iej.html

East-West Center

Honolulu, HI Elizabeth Buck, Director of Education Programs (808) 944-7768 http://www.ewc.hawaii.edu

Education About Asia

See Association for Asian Studies

ERIC (Educational Resources Information Center)

Syracuse, NY Martin Collcutt, Director (800) 464-9107 http://ericir.syr.edu/ithome

Exploris

Raleigh, NC (919) 834-4040 http://www.exploris.org

Five College Center for East Asian Studies (FCCEAS)

Northampton, MA Kathleen Woods Masalski, Program Coordinator (413) 585-3751 http://www.smith.edu/fcceas

Indiana University Bloomington, IN

East Asian Studies Center

Jacques Fuqua, Outreach Coordinator (812) 855-3765 http://www.easc.indiana.edu

Inner Asian and Uralic National Research Center

Jeff Pennington, Assistant Director and Outreach Coordinator (812) 856-5263 http://www.indiana.edu/~iaunrc

National Clearinghouse for US-Japan Studies

C. Frederick Risinger, Director Nicole Restrick, Associate Director (800) 266-3815 http://www.indiana.edu/~japan

International Education Consortium

St. Louis, MO
Dennis R. Lubeck, Director
Sheila Onuska, Associate Director
(314) 692-9702
http://info.csd.org/staffdev/iecweb/iec.html

Japan Society

New York, NY Elaine Vukov, Director, Educational Outreach (212) 715-1275 http://www.japansociety.org

Japanese American National Museum

Los Angeles, CA Kalene Nakamura, Director of Education and Programs (213) 830-5626 http://www.janm.org/main.htm

Korea Society

New York, NY Yong Jin Choi, Director, Korean Studies Program (212) 759-7525 http://www.koreasociety.org

Metropolitan Museum of Art

New York, NY (212) 879-5500 Education Department http://www.metmuseum.org

Michigan State University

Center for Advanced Study of International Development

East Lansing, MI Jeffrey Riedinger, Director Robert Glew, Assistant Director (517) 353-5925 http://www.isp.msu.edu/CASID

Asian Studies Center

East Lansing, MI Michael Lewis, Director (517) 353-1680 http://www.isp.msu.edu/asianstudies

The Mid-Atlantic Region Japan-in-the-Schools Program (MARJiS)

College Park, MD Barbara Finkelstein, Director (301) 405-3588 http://www.dickinson.edu/prorg/maraas/marjis.htm

National Association of Japan-America Societies

Washington, D.C. (202) 783-4550 http://www.us-japan.org/education.html

National Geographic Society and Education Alliances

Washington, D.C. http://www.nationalgeographic.com/

Northern Illinois University

Center for Southeast Asian Studies

DeKalb, IL

Julia Lamb, Outreach Coordinator for Southeast Asia (815) 753-1771 http://www.niu.edu/acad/cseas

Ohio State University East Asian Studies Center Columbus, OH Owen Hagovsky, Assistant Director (614) 688-4253

http://www.osu.edu/easc

Primary Source

Watertown, MA Anne S. Watt, New England China Network John R. Watt, Director of China Programs and Resident Historian (617) 923-9933 http://www.primarysource.org

Princeton University

East Asian Studies Program

Princeton, NJ (609) 258-4279 http://www.princeton.edu/~eastasia

International Studies Education Project of San Diego (ISTEP)

San Diego, CA Dr. Elsie Begler, Director (619) 594-2412 http://www-rohan.sdsu.edu/dept/istep

Seattle Asian Art Museum

Seattle, WA Jennifer Vary, Museum School Instructor (206) 654-3185 http://www.seattleartmuseum.org

Stanford University

Stanford Program on International and Cross-Cultural Education (SPICE)

Stanford, CA Gary Mukai, Director (800) 578-1114 http://spice.stanford.edu

State University of New York (SUNY)

Center for Urban Youth and Technology (CUYT)

Albany, NY Joseph Bowman, Director (518) 442-4987 http://www.albany.edu/cuyt

Syracuse University

South Asia Center

Syracuse, NY Priti Ramamurthy, Outreach Coordinator (315) 443-4198 http://www.maxwell.syr.edu/southasiacenter

University of California, Berkeley

Berkeley, CA

Center for South Asia Studies

Robert Goldman, Chairman (510) 642-3608 http://www.ias.berkeley.edu/SouthAsia

Center for Southeast Asian Studies

Eric Crystal, Coordinator (510) 642-3609 http://socrates.berkeley.edu/~cseas

Institute of East Asian Studies

Michelle Delattre, Program Assistant (510) 643-0868 http://ieas.berkeley.edu/Contact_IEAS/contact_ieas.htm

University of Chicago

Chicago, IL

Center for East Asian Studies

James E. Ketelaar, CEAS Director D. Gale Johnson, Outreach Director (773) 702-8647 http://humanities.uchicago.edu/humanities/ceas

Committee on Southern Asian Studies/South Asia Language & Area Center

James Nye, Center Director (773) 702-8635 http://catalogs.uchicago.edu/divisions/soasian_center.html

South Asia Outreach Center

Emily Bloch, Coordinator (773) 702-8635 http://humanities.uchicago.edu/southasia/

University of Colorado

Program for Teaching East Asia

Boulder, CO Lynn Parisi, Director

(303) 735-5122

http://www.colorado.edu/UCB/AcademicAffairs/ArtsSciences/ealld/index.html

University of Denver

Graduate School of International Studies & College of Education

Center for Teaching International Relations (CTIR)

Denver, CO

Mark Montgomery, Director

(303) 871-3106

http://www.du.edu/ctir

University of Illinois at Urbana-Champaign

Center for East Asian and Pacific Studies

Champaign, IL

George T. Yu, Director

Roberta H. Gumport, Assistant Director and Outreach Coordinator

(217) 333-7273

http://www.eaps.uiuc.edu/index.html

University of Kansas

Center for East Asian Studies

Lawrence, KS

Nancy Hope, Program Assistant and Outreach Coordinator

(785) 864-3849

http://falcon.cc.ukans.edu/~ceas

University of Michigan

Ann Arbor, MI

Center for Chinese Studies

Martin Powers, Director 3668 School of Social Work Building University of Michigan 1080 South University Avenue Ann Arbor, MI 48109-1106 (734) 764-6308 http://www.umich.edu/~iinet/ccs/index.html

Center for Japanese Studies

John Lie, Director 3603 School of Social Work Building University of Michigan 1080 South University Avenue Ann Arbor, MI 48109-1106 (734) 764-6307 http://www.umich.edu/~iinet.cjs

Center for South Asian Studies

Ashutosh Varshney, Director 3640 School of Social Work Building University of Michigan 1080 South University Avenue Ann Arbor, MI 48109-1106 (734) 764-0352 http://www.umich.edu/~iinet/csas/index.html

Center for Southeast Asian Studies

Judith Becker, Director 3640 School of Social Work Building University of Michigan 1080 South University Avenue Ann Arbor, MI 48109-1106 (734) 764-0352 http://www.umich.edu/~iinet/cseas/index.html

Center for Middle Eastern and North African Studies

Michael Bonner, Director University of Michigan 4640 School of Social Work Building 1080 South University Avenue Ann Arbor, MI 48109-1106 (734) 763-0350 http://www.umich.edu/~iinet/cmenas

Center for Russian and East European Studies

Katherine Verdery, Director University of Michigan 4668 School of Social Work Building 1080 South University Avenue Ann Arbor, MI 48109-1106 (734) 764-0351 http://www.umich.edu/~iinet/crees

China Data Center

Karl Longstreth, Director 3630 School of Social Work Building 1080 South University Avenue Ann Arbor, MI 48109-1106 (734) 647-9610 http://www.umich.edu/~iinet/chinadata/

International Institute

Michael Kennedy, Director 2660 School of Social Work Building University of Michigan 1080 South University Avenue Ann Arbor, MI 48109-1106 (734) 763-9200 http://www.umich.edu/~iinet

Korean Studies Program

John Lie, Director 3663 School of Social Work Building University of Michigan 1080 South University Avenue Ann Arbor, MI 48109-1106 (734) 764-1825 http://www.umich.edu/~iinet/ksp

University of Missouri-St. Louis

Center for International Studies

St. Louis, MO Katherine Cochrane, Director of Community Education Programs (314) 516-5801 http://www.umsl.edu/services/cis/cishome

University of North Carolina

North Carolina Center for International Understanding

Raleigh, NC
Millie Ravenel, Director
(919) 733-4902
http://www.ga.unc.edu/NCCIU

University of North Carolina at Chapel Hill University Center for International Studies

Chapel Hill, NC Bogdan Leja, Director of Outreach (9191) 962-0299 http://www.unc.edu/depts/ucis/outreach

University of Oregon

Eugene, OR

Center for Asian and Pacific Studies

Lori O'Hollaren, Program Officer (541) 346-1521 http://darkwing.uoregon.edu/~caps/countries.html

Museum of Art

David A. Robertson, Director (541) 346-3027 http://uoma.uoregon.edu

University of Pennsylvania

South Asia Regional Studies

Philadelphia, PA Robert Young, Outreach Coordinator

(215) 898-7475

http://www.southasia.upenn.edu

University of Pittsburgh Asian Studies Outreach Program

Pittsburgh, PA Diana Marston Wood, Associate Director (412) 648-7417

http://www.ucis.pitt.edu/asp/COMMUNITY OUTREACH/community outreach.html

University of Tennessee at Chattanooga

Asia Program

Chattanooga, TN Lucien Ellington, Director (423) 755-5375

University of Texas at Austin

Center for Asian Studies

Austin, TX

Pamela Abee-Taulli, Coordinator

(512) 475-6054, 471-5811

http://asnic.utexas.edu/asnic/pages/cas.html

University of Virginia

Center for South Asian Studies

Charlottesville, VA

Cynthia Benton-Groner, Assistant Director and Outreach Coordinator

(804) 924-8815

http://www.virginia.edu/~soasia/

University of Washington

Seattle, WA

East Asia Resource Center

Mary Hammond Bernson, Associate Director

(206) 543-1921

http://www.staff.washington.edu/earc

Russian, East European, and Central Asian Studies Center (REECAS)

Jacob Kaltenbach, Assistant Director

(206) 543-4852

http://depts.washington.edu/%7Ereecas

South Asia Center

Keith Snodgrass, Associate Director

(206) 543-4800

http://staff.washington.edu/~sascuw

Southeast Asia Center

Sara Van Fleet, Assistant Director & Outreach Coordinator

(206) 543-9606

http://jsis.artsci.washington.edu/programs/seasia/seasia-ctr.html

University of Wisconsin-Milwaukee

Center for International Studies

Milwaukee, WI

Alex Dye, Outreach Coordinator & Webmaster

(414) 229-3757

http://www.uwm.edu/Dept/CIE

University of Wisconsin-Madison

Madison, WI

Center for Russia, East Europe, and Central Asia

Anne W. Hamilton, Assistant Director-Outreach Coordinator

(608) 262-3379

http://www.wisc.edu/creeca

Center for South Asia Joseph Elder, Director (608) 262-4884

http://www.wisc.edu/southasia

Center for Southeast Asian Studies

Michael Cullinane, Associate Director (608) 263-1755 http://www.wisc.edu/ctrseasia

USC-UCLA Joint East Asian Studies Center (JEASC)

Los Angeles, CA

Christopher Evans, USC Outreach Coordinator

Clayton Dube, UCLA Outreach Coordinator

USC: (213) 740-2993 UCLA: (310) 825-0007

http://www.usc.edu/dept/LAS/EASC and http://www.isop.ucla.edu/eas

Wesleyan University

The Mansfield Freeman Center for East Asian Studies

Middletown, CT

Shirley Lawrence, Program Coordinator

(860) 685-2330

http://www.wesleyan.edu/east/about_center.htm

Wilmington College

Peace Resource Center

Wilmington, OH

James Boland, Director

Jean True, Coordinator

(937) 382-6661

http://www.wilmington.edu/PeaceRC.htm

Wing Luke Asian Museum

Seattle, WA

Charlene Mano, Program Director

Kristi Woo, Education Associate

(206) 623-5124

http://www.wingluke.org

World Affairs Council of America

Washington, D.C.

http://www.worldaffairscouncils.org

Yale University

Programs in International Educational Resources (PIER)-East Asian Studies

New Haven, CT

Caryn Stedman, Director, International Studies and East Asian Studies Councils

(203) 432-6253

http://www.yale.edu/pieris/p eas.html

Foundations

The following foundations support international and/or Asia-related education.²³ Contact individual foundations for funding guidelines.

Carnegie Corporation of New York

New York, NY (212) 371-3200 http://www.carnegie.org

Geraldine R. Dodge Foundation

Morristown, NJ (973) 540-8442 http://www.grdodge.org

Ford Foundation

New York, NY (212) 573-5000 http://www.fordfound.org

The Freeman Foundation

499 Taber Hill Road Stowe, VT 05672

The Japan Foundation Center for Global Partnership

New York, NY (212) 489-1255 http://www.cgp.org/cgplink

Korea Foundation

Seoul, Korea +82-2-3463-5600 http://www.kofo.or.kr

Longview Foundation for Education in World Affairs and International Understanding

2230 California Street, NW Washington, DC 20008

The Henry Luce Foundation, Inc.

New York, NY (212) 489-7700 http://www.hluce.org

United States-Japan Foundation

New York, NY (212) 481-8753 http://www.us-jf.org

Wallace Reader's Digest

New York, NY (212) 251-9700 http://www.wallacefunds.org

²⁴ Please refer to the Foundation Center (www.fdncenter.org) for additional research on funding resources.

Additional Resources

Listed below are additional resources on Asian-related material; the organizations are listed by category.

Assessment Exams and Questions

The College Board: Advanced Placement Examinations http://apcentral.collegeboard.com

The Government and Politics: Comparative Exam (since 1987): questions relating to France, Great Britain, China, Russia/the former Soviet Union, and either India, Mexico, or Nigeria

The Human Geography Exam (since 2001): general geography knowledge used for comparison purposes, some work with Asia

The World History Exam: will be given for the first time this month; practice questions have mention of China, Japan, and India

MEAP – Social Studies Question database available for review http://www.michigan.gov/mde

Teacher and Student Standards

Michigan Curriculum Content Standards http://www.michigan.gov/mde

Specific curricular standards for Michigan's public schools, including appropriate benchmarks and mission statements.

National Board for Professional Teaching Standards (http://www.nbpts.org

Standards for social studies include world history, geography, political science, and economics. Language standards are generalized and not specific to each language.

Languages

Center for Advanced Research on Language Acquisition at the University of Minnesota http://carla.acad.umn.edu/LCTL

Uncommonly Taught Languages Project includes all languages except French, German, Spanish, and English. Database has listings of Michigan teachers registered with the Center

Japanese Teachers Association of Michigan http://www.emich.edu/public/foreignlanguages/jtam.html

National Foreign Language Resource Center – Center for Language Education and Research (CLEAR) at Michigan State University http://www.clear.msu.edu

Sister City Programs

Listing of Michigan sister city relationships http://www.sister-cities.org/sci/directory/USA/MI

Michigan State University-operated website with further sister city information http://www.msuglobalaccess.net/globalmich/category.php?cat=8

Teacher Resources on Standards, Benchmarks, and Curricula

Sample Curriculum and Plans for Education (SCoPE) http://www.michigan.gov/scope

Resources including lesson plans, activities, and more in-depth explanations of the state's standards. SCoPE includes lessons at the seventh grade level and one at the third grade level on Asia.

State of Michigan Clarifying Language in Michigan Benchmarks (MI CLiMB) http://www.mtip.org/miclimb/

Material explains benchmarks through brief definitions and sample activities.

Organizations and Associations Addressing International Education

Linking All Types of Teachers for International Cross-Cultural Education (LATTICE) http://www.latticeworld.org

Michigan Geographic Alliance Central Michigan University Dept. of Geography Mt. Pleasant, MI 48859 (517) 774-3723 http://www.wmich.edu/mga/

Michigan Humanities Council http://www.michiganhumanities.org

Resource boxes with audio-visual materials, artifacts, books, and lesson suggestions. Contact the council for information.

Michigan Council for the Social Studies http://www.michigancouncil.org

National Council for the Social Studies http://www.socialstudies.org

National Center for History in the Schools Dept. of University of California 405 Hillard Ave. Los Angeles, CA 90095-1473 (310) 267-2103 http://www.sscnet.ucla.edu/nchs

Publishes guidelines for US History, World History and K-4 History.

Cable in the Classroom http://www.cionline.org

Cable programming provided to schools for instructional use.

International Cultural and Business Organizations

Arab Community Center for Economic and Social Services, Cultural Arts Department (ACCESS)

2651 Saulino Court, Dearborn, MI 48120

http://www.accesscommunity.org

Contact: Deana Rabiah

Provides lesson plans and other resource materials for classroom use..

Asian Pacific American Chamber of Commerce (APACC)

255 Rex Boulevard, Auburn Hills, MI 48326

Phone (248) 844-4100 Fax (248) 299-8514 Mming@saturnee.com Chair: Wally Tsuha

Executive Director: Marisa Chuang Ming, Ph.D.

Association of Chinese Americans (ACA)

420 Peterboro, Detroit, MI 48201

President: Ying Gee, Ed.D. Phone (313) 831-1790 Fax (313) 831-3156

ACACENTERDIR@Ameritech.net

Council of Asian Pacific Americans (CAPA)

3135 Hedgewood Lane, Rochester Hills, MI 48309

Dr. Marie Weng, President Phone: (248) 475-0976 Fax: (248) 475-9701

Detroit Institute of Art, Friends of Asian Art

5200 Woodward Avenue, Detroit, MI 48202

Phone: (313) 833-1718 Fax: (313) 833-7881 danjuro@hotmail.com Chair: Erivan Morales

International Business Management, Inc. (IBMI)

4242 South Division Avenue, Grand Rapids, Michigan 49548, USA

Phone: (616) 738-1903 Fax: (616) 738-1909 vinhtrinh@ibmius.com President: Vinh Trinh

Provides educational tours to students and teachers and organizes educational and business seminars in Vietnam and Asia.

Japan America Society

One Woodward Avenue

PO Box 33840, Detroit, MI 48232

Phone: (313) 594-0484 Fax: (313) 964-0037 jas@detroitchamber.com President: LiseAnn Gouin

Japan America Society of West Michigan

Commerce Pointe

77 East Michigan Avenue, Suite 80, Battle Creek, MI 49017

Phone: (616) 962-4076 Fax: (616) 962-6309 Rickober@bizserve.com http://www.jaswm.org

Executive Director: Rick Oberle

Japan Business Society of Detroit

3000 Town Center, Suite 606, Southfield, MI 48075-1175

Phone: (248) 355-4899 Fax: (248) 355-5799 e-mail: jbsdmich@msn.com http://www.jbsd.org

General Manager: Shotaro Nakahama

General Manager, onotaro Pakanama

Organization of Chinese Americans (OCA)

http://www.OCANATL.ORG



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TTY: 517-373-1592 or the Michigan Relay Center: 1-800-649-3777

This publication is available in alternative formats including Braille or audio cassette. Please call 517-373-5614 for more information.